

# BACHELOR OF SCIENCE IN NURSING (RN to BSN)

## STUDENT PROGRAM GUIDE

The RN to BSN degree builds on the foundation of previous nursing education at the associate degree or diploma levels. Initial licensure programs prepare graduates for RN licensure with courses in the biological and social sciences, and nursing. The graduates are prepared to function in new roles as members of health care teams in many settings.

The BSN degree, for RNs, expands their knowledge in areas of research, theory, leadership, community concepts, health care policy, therapeutic interventions, and current trends in health care. Graduates will be eligible for military, U. S. Public Health, and VA appointments as well as assume roles in school health, community, occupational, and other non-acute care settings. BSN graduates are also prepared to enter MSN programs. All work in this degree program is online and at a distance.

The WGU RN to BSN program is evidence based and developed according to The Essentials of Baccalaureate Education for Professional Practice from the American Association of Colleges of Nursing American Association of Colleges of Nursing (1998) (Available at: <http://www.aacn.nche.edu/Education/essentials.htm>). In addition, it incorporates competencies and standards from other specialty organizations.

### WGU Philosophy of Nursing

The mission of the Nursing Program at Western Governors University is to prepare technologically proficient, caring nurses leaders to preserve, promote, improve and maintain the health and well-being of individuals, families, communities, groups and populations. WGU is committed to facilitating the learner to achieve the competencies necessary to translate knowledge and skills into nursing practice in any given health care setting. Hence, our philosophy of nursing flows from these core propositions.

The WGU nursing philosophy emanates from its mission and has been constructed based upon beliefs about health, people, nursing, the environment and the learning process. We consider health to be a lifelong journey toward well-being that all individuals are able to pursue. We recognize that health can prevail even in the presence of disease and that disruptions in health can often present opportunities for growth and greater well-being. We believe that individual health is affected by family, community, population health and the general environment.

The Nursing Department at WGU views people as holistic beings in continuous interaction with their environments who constantly strive to maintain or improve their well-being in order to function in a particular setting. We believe that people possess unique preferred ways of dealing with the world and respond in distinctive ways to internal and external threats to their well being. We embrace the idea that people have the potential to heal themselves and that they seek assistance from nurses when they are unable to access this potential. Thus, we wish to prepare nurses who recognize that the environment consists of internal and external factors affecting health and that both milieus can be shaped to facilitate holism and well-being.

The faculty at WGU considers Nursing to be caring interaction with people across the lifespan. We believe that nurses identify and strengthen people's potential to move toward health and help them to shape the environment to promote well-being. To achieve this goal, we prepare nurses to use the newest appropriate technologies and the latest evidence upon which to base their plans of care. We also recognize that nurses need to assume leadership for clinical and ethical decision making based on the knowledge, values and culturally sensitive dispositions necessary to preserve and promote health in communities. As a result, we encourage independent thinking and learning strategies throughout our nursing programs that will translate into real world competency in the educational or health care setting.

Finally, in accordance with the WGU Philosophy, we prepare individuals for the practice of nursing by recognizing that the students each have preferred learning styles and bring previous experience that they wish to share into the learning environment and that knowledge and competency are achieved at an individual pace. We acknowledge that learners seek to make sense of new educational experiences in light of their past and existing

knowledge bases and then apply their new findings in real situations. We believe that timely application of knowledge results in a greater translation of that knowledge into real world situations. Hence, our WGU approach provides challenging learning experiences for all types of students to stretch their critical thinking skills and to allow them to thrive within the learning environment and beyond.

## **RN-BSN Program Goals**

At the completion of the RN to BSN Program, graduates will be able to:

1. Demonstrate effective communication in oral, written, interpersonal and electronic modes
2. Make clinical judgments based on the best available evidence and ethical principles
3. Assume accountability for providing and ensuring safe, efficient quality patient care
4. Synthesize available resources to apply critical thinking to complex clinical situations
5. Provide culturally competent care to individuals and families across the lifespan
6. Demonstrate proficiency in caring for communities and populations experiencing threats to well-being
7. Assume leadership roles in creating healthy environments
8. Engage in interprofessional collaboration to improve safety and quality of patient care
9. Integrate concepts of genetics into care across the lifespan
10. Apply clinical technologies and informatics in practice.

## **Understanding the Competency-Based Approach**

Practically speaking, what does it mean when we say that WGU programs are competency-based? Unlike in traditional universities, WGU does not award degrees based upon credit hours or upon a certain set of required courses. Instead, students earn their degrees by demonstrating their skills, knowledge, and understanding of important concepts through a series of carefully designed assessments.

Progress through your degree program is governed, not by classes, but by satisfactory completion of the required assessments that demonstrate your mastery of the competencies. Of course, you will need to engage in learning experiences as you brush up on competencies or develop knowledge and skills in areas in which you are weak. For that, WGU has a rich array of learning resources that you may engage, under the direction of your mentor. You will work closely with your mentor to schedule your program for completing the assessments. (We discuss assessments in much more detail later in this guide.) You will work closely with additional faculty members as you proceed through Courses of Study that are designed to lead you through the content that you must master in order to pass individual assessments.

The benefit of this competency-based system is that it makes it possible for people who are knowledgeable about a particular subject to make accelerated progress toward completing a WGU degree even if they lack college experience. You may have gained your skills and knowledge of a subject on the job, by accumulating wisdom through years of life experience, or, indeed, by taking a course on a particular subject. But WGU awards a degree to you based on the skills and knowledge that you possess and can demonstrate, not the number of credits you have on your transcript.

## **Accreditation**

Western Governors University is the only university in the history of American higher education to have earned accreditation from four regional accrediting commissions. WGU's accreditation was awarded by: (1) the Northwest Commission on Colleges and Universities, (2) the Higher Learning Commission of the North Central Association of Colleges and Schools, (3) the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, and (4) the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges. The University's accreditation status is now managed by the Northwest Commission on Colleges and Universities. The University is also accredited by the Distance Education and Training Council (DETC), and the WGU Teachers College is accredited by the National Council for Accreditation of Teacher Education (NCATE).

## The Academic Action Plan (AAP)

The focus of your program is your Academic Action Plan (AAP). The AAP is a detailed blueprint of the learning resources and assessments that comprise your program. The length of your program depends upon both the amount of new information to be learned and the amount of time you plan to devote each week to study.

Students will vary widely in the specific skills and information they need to learn. For example, some may be highly knowledgeable in a subject matter area and would not need to engage in new learning opportunities. Others may find that portions of the program require completely new learning and that they need to take an online class or participate in a study module to acquire the knowledge and skills needed to pass the program competencies in that area. Some individuals may be able to devote as little as 15-20 hours per week to the program, while others may have more time. For this reason, you will complete pre-assessments to help your Mentor form a profile of your prior knowledge and experience for use in creating your AAP.

## WGU's Mentoring Approach

Our mentoring approach is a powerful component of the WGU educational experience. When you enroll at WGU, you will begin interacting with your personal mentor, community mentors, and support staff. Your mentor takes an active role and a personal interest in your success. Whether by email or phone, your mentor will be your “point person” of communication throughout your program. Your mentor will help motivate you to work hard to complete your program. When you have questions or concerns, your mentor team will help you resolve them.

You and your mentor will work together to evaluate your educational background, strengths, and weaknesses. With this analysis, your mentors will help determine in which areas you are already competent (and can move quickly to assessment) and those you need to work on; this will become your personalized AAP. Your mentor will suggest the best learning resources for you (courses, texts, independent study modules, etc.) in your AAP for each major component of your degree. As you proceed through your academic program, your mentor and you will determine when you are ready for the required assessments. If you are ready, your assessment will be scheduled. You will follow this same process as you proceed through each domain.

## Connecting with Other Mentors and Fellow Students

As you proceed through your AAP, you may also have direct contact with other faculty members. These communications can take a variety of forms, including participation in learning communities, office hours, and webinars. As a WGU student, you will have access to your own personal MY.WGU portal that provides a gateway to learning communities and program communities where you will have these interactions as well as interactions with other students. Learning communities are specifically designed to support you as you develop competence in preparation for your assessments through the utilization of threaded discussions, blogs, and chats that are guided by content experts. You will access your program community during the Education Without Boundaries introductory course to network with peers who are enrolled in your program and receive continued support through professional enrichment and program-specific chats, blogs, and discussions. WGU also provides a *Student Success Associate* to help you and your mentor solve any special problems that may arise.

## Education Without Boundaries

Education Without Boundaries (EWB) is a required introductory course that focuses on acquainting the student with WGU's competency-based model, distance education, technology, and other resources and tools available for students. You will also utilize tutorials, message boards, online chats and other activities to connect with other students in your program. During the EWB course you will be introduced to your mentor and you will develop your Academic Action Plan.

## Transferability of Prior College Coursework

Because WGU is a competency-based institution, it does not award degrees based upon credits but upon demonstration of competency. However, if you have completed college coursework at another accredited

institution, you may have your transcripts evaluated and may be able to have some lower-division or co-requisite assessments cleared. The guidelines for determining what will “clear” through transfer vary based upon the degree program.

The following transfer guidelines also generally apply to undergraduate programs: Degree requirements in the domains that can be considered the degree major cannot be cleared through transfer. Furthermore, WGU does not clear any requirements based upon the student's professional experience and does not perform a "resume review" or "portfolio review" that will automatically clear any degree requirements. Degree requirements and transferability rules are subject to change in order to keep the degree content relevant and current.

Remember: WGU's competency-based approach lets you take advantage of your knowledge and skills, regardless of how you learned them. Even when you don't directly receive credit, the knowledge you possess may help you accelerate the time it takes to complete your degree program.

## Satisfactory Academic Progress & Continuous Enrollment

WGU is a “continuous enrollment” institution, which means you will be automatically enrolled in each of your new terms while you are at WGU. Your “terms” are six months long and your first term will begin the first day of the month that you enrolled in the EWB introductory course. Longer terms and continuous enrollment allow you to focus on your studies without the hassle of unnatural breaks between shorter terms that you would experience in a more traditional environment. At the end of every six-month term, you and your mentor will review the progress you have made and revise your Academic Action Plan for your next six-month term.

WGU requires that students make measurable progress toward the completion of their degree programs every term. We call this “satisfactory academic progress (SAP).” If you are a financial aid student, SAP will be particularly important because you must make SAP in order to maintain eligibility for financial aid. We measure your progress based on the assessments you are able to pass, not on the accumulation of credit hours or course grades. Every time you pass an assessment you are demonstrating that you have mastered skills and knowledge in your degree program. For comparison to traditional grading systems, passing an assessment means you have demonstrated competency equivalent to a “B” grade or better.

WGU has assigned competency units to each assessment so that we can track your progress through the program. A competency unit is equivalent to one semester credit of learning. Some assessments may be assigned three competency units while other assessments may be as large as twelve competency units.

We will measure your SAP quantitatively by reviewing the number of competency units you have completed each term. Graduate students must enroll in at least 8 competency units each term and undergraduate students must enroll in at least 12 competency units each term. In order to remain in good academic standing you must complete at least 67% of the units you attempt. Additionally, during your first term at WGU you must pass at least three competency units in order to remain eligible for financial aid. We know that SAP is complex, so we will discuss it in greater detail with you during the EWB introductory course and your mentor will provide additional guidance.

## Assessments

Your AAP will include the assessments to complete your program. To obtain your degree you will be required to demonstrate your skills and knowledge via the following assessments:

**Performance Assessments** contain, in most cases, multiple tasks such as scored assignments, projects, essays, and research papers. Performance Assessments contain detailed instructions and rubrics for completing each assigned task and are submitted via TaskStream, an online project management and grading tool.

**Objective Assessments** are designed to evaluate your knowledge and skills in a domain of knowledge. Most objective assessments include multiple-choice items, multiple selection items, matching, short answer, drag and drop, and point and click item types, as well as case study and video based items.

**Essay Assessments** are used to measure your ability to integrate and apply concepts. Your writing will be scored against competency-based rubrics established by the faculty.

As mentioned earlier, we have assigned competency units (CUs) to each assessment in order to measure your academic progress. As an undergraduate student, you will be expected to enroll in a minimum of twelve competency units each term. A standard plan, at 12 units per term, for the program for a student who has no transfer units would look similar to the one on the next page.

Your personal progress can be faster, but your pace will be determined by the extent of your transfer units, the time commitment you can make, and your determination to proceed at a faster rate.

The standard path below lists the required liberal arts competencies. Your previous courses in these areas will be evaluated for transfer of credit (TOC). You will be notified which competencies have been met by TOC and which ones you need to complete.

## STANDARD PATH FOR BACHELOR OF SCIENCE IN NURSING (RN to BSN)

CODE	ASSESSMENTS	CUs	TERM
EWOB	Education Without Boundaries	1	1
LAC1	Language and Communication: Foundations	2	
LAE1	Language and Communication: Essay	2	
LAT1	Language and Communication: Research	2	
LUT1	Language and Communication: Presentation	2	
HVC1	Literature, Arts and the Humanities	3	
HVT1	Literature, Arts and the Humanities: Analysis and Interpretation	3	2
QLC1	Quantitative Literacy: College Algebra, Measurement, and Geometry	3	
QMC1	Quantitative Literacy: Statistics, Probability, and Problem Solving	3	
NUC1	Nutrition	3	
CBT1	Biochemistry	4	3
BHO1	Behavioral Science Part I	6	
BHT1	Behavioral Science Part II	3	
ANC1	Anatomy and Physiology Part I	3	4
AOT1	Anatomy and Physiology Part II	3	
ALT1	Anatomy and Physiology Laboratory	2	
MBC1	Clinical Microbiology	3	
MLT1	Clinical Microbiology Laboratory	1	
NVT2	Professional Roles and Values	3	5
APT1	Advanced Pathophysiology and Nursing Care	3	
CUC1	Community Health Part I	3	
CUT1	Community Health Part II	3	
NUT1	Nursing Informatics	2	6
EBT1	Evidence Based Practice and Applied Nursing Research	3	
CVT1	Organizational Systems and Quality Leadership	4	
RNR1	Advanced Standing for RN License	50	

In this example, the program will take six terms for the student to complete. The standard path shown above lists the courses of study (assessments) and the associated competency units by term, but that is only half the story. The AAP will include greater detail about the courses of study including the assessments and their associated standard learning resources.

## Learning Resources

You will work with your mentor to select the courses and other learning resources needed to prepare for the required assessments. Some of the classes are taught through outside education providers with whom WGU has made arrangements. The education providers include universities, colleges, training companies, and other learning providers. The cost of many learning resources is included in your tuition, and you can enroll directly in those through your AAP as your mentor has scheduled them. In some instances, the learning materials you use may be independent learning resources (ILRs) such as textbooks, modules, study guides, or tutorials. Some resources (e.g., textbooks) are not covered by your tuition, and you will need to cover those costs separately. WGU has excellent bookstore and library arrangements to help you obtain the needed learning resources.

## AREAS OF STUDY WITHIN THE BACHELOR OF SCIENCE IN NURSING (RN to BSN)

The WGU RN to BSN program is based on best practices for effective learning, and national standards. It provides the knowledge and skills that enable graduates to expand their knowledge in areas of research, theory, community concepts, health care policy, therapeutic interventions, and current trends.

The following section includes the larger domains of knowledge followed by the subject-specific sub-domains of knowledge, their associated assessments (followed by the four-character code that is used to identify the assessment), and sample learning resources that have recently been used to help students gain the competencies needed to pass the assessments. Your specific learning resources and level of instructional support will vary based on the individual competencies you bring to the program and your confidence in developing the knowledge, skills and abilities required in each area of the degree. Please note that the learning resources included in the following sections are **sample resources** that may vary based on your own academic action plan and the resources current at the time you enroll in the program. Learning resources and the AAP are dynamic so you need to review your AAP and seek mentor advice regarding the resources before you purchase them.

## Language and Communication Domain

The Language and Communication Skills domain focuses on collegiate reading skills, basic information retrieval skills, writing skills, and speaking and writing skills. WGU students are expected to demonstrate Language and Communication competencies at a freshmen or sophomore college level when assessments are completed. Evaluation of your previous college transcripts may clear assessment requirements for some areas of the Language and Communication Skills Domain, which could shorten your program of study by removing assessments. To waive or clear a sub-domain, the transcript must show that you have taken equivalent classes in the sub-domain content areas and passed with a 'C' grade or higher at an accredited institution of Higher Education.

Language and Communication Assessments	Sample Learning Resources
<b>Language and Communication:</b> Focuses on collegiate reading skills, basic information retrieval skills, writing skills, and speaking and writing skills.	
<b>Language and Communication: Foundations (LAC1):</b> Proctored, computer-based objective exam.	<b>Reading, Writing, and Composition with eBooks</b> This online resource includes e-text version of the following texts:
<b>Language and Communication: Essay (LAE1):</b> Proctored, computer-based essay exam.	Faigley, L. (2007). <i>Writing: A guide for college and beyond</i> . New York: Pearson Longman. ISBN 0-321-39626-X
<b>Language and Communication: Research (LAT1):</b> Performance Assessment that includes writing a research paper.	Ruszkiewicz, J., Seward, D. E., & Hairston, M. (2007). <i>SF writer</i> (4th edition). New York: Pearson Longman. ISBN 0-13-233458-5 Smith, B. D. (2007).
<b>Language and Communication: Presentation (LUT1):</b> Performance Assessment that includes an oral presentation.	The Reader's Handbook: reading strategies for college and everyday life (3rd edition). New York: Pearson Longman. ISBN-10 0321476840

## Quantitative Literacy Domain

Evaluation of your previous college transcripts may clear these assessment requirements, which could shorten your program of study by removing assessments. To waive or clear the domain, the transcript must show that you have taken equivalent classes in the sub-domain content areas and passed with a 'C' grade or higher at an accredited institution of Higher Education. The Mathematical content includes number sense and numeration, real number systems, algebraic concepts, geometry, measurement, statistics and probability, mathematical reasoning, mathematical problem solving, and calculator use.

Quantitative Literacy Assessments	Sample Learning Resources
<b>Quantitative Literacy:</b> Content includes numeracy; algebraic concepts; geometry; measurement; statistics and probability; mathematical reasoning; and mathematical problem solving.	
<b>Quantitative Literacy: College Algebra, Measurement, and Geometry (QLC1):</b> Proctored, computer-based objective exam.	<b>MyMathLab</b> is online resource that includes e-text version of the following texts: Lial, M., Hornsby, J. & McGinnis, T. (2008). <i>Algebra for College Students</i> . 8 <sup>th</sup> ed. Addison-Wesley. ISBN 9780321442543
<b>Quantitative Literacy: Statistics, Probability, and Problem Solving (QMC1):</b> Proctored, computer-based objective exam.	Bittinger, M. & Beecher J. (2008). <i>Developmental Mathematics: College Mathematics and Introductory Algebra</i> . 7 <sup>th</sup> ed. Addison-Wesley. ISBN 9780321331915  Agresti, A. & Franklin, C. (2006). <i>Statistics: The Art and Science of Learning from Data</i> . 1 <sup>st</sup> ed. Prentice Hall. ISBN 9780130083692

## Distribution Domain

The Distribution domain focuses on three General Education content areas that are typically included in associate level programs: Science, Social Science, and Humanities. The Social Science requirement is fulfilled when you complete the lower division business core domain. Evaluation of your previous college transcripts may clear assessment requirements for some areas of the Distribution Domain, which could shorten your program of study by removing assessments. To waive or clear a sub-domain, the transcript must show that you have taken equivalent classes in the sub-domain content areas and passed with a 'C' grade or higher at an accredited institution of Higher Education.

Social Science Assessments	Sample Learning Resources
<b>Social Science Content:</b> Focuses on content, concepts, terminology, conventions, methodology, models, and issues of the disciplines in the social sciences, such as psychology, anthropology, and sociology.	
<b>Behavioral Science Part I (BHO1):</b> Proctored, computer-based objective exam.	Tishler, H. (2001). <i>Introduction to Sociology with Infotrac</i> . (7 <sup>th</sup> ed.).
<b>Behavioral Science Part II (BHT1):</b> Performance assessment.	Wood, S.E., & Wood, E.G. (2002). <i>The World of Psychology</i> . (4 <sup>th</sup> ed.).
Literature, Arts and the Humanities Assessments	Sample Learning Resources
<b>Literature, Arts, and the Humanities:</b> Focuses on content, concepts, terminology, methodology, models, and issues within and across the disciplines of the humanities.	
<b>Literature, Arts, and the Humanities (HVC1):</b> Proctored, computer-based objective exam.	<b>MindEdge Humanities Learning Resource</b> is an online interactive module system which allows students to move at their own pace

<b>Literature, Arts, and the Humanities: Analysis and Interpretation (HVT1):</b> Performance assessment that includes subjective and objective analysis and interpretation in the Humanities.	as they work through the content of the Humanities.  Janaro, Richard Paul & Altshuler, Thelma C. (2009). <i>The Art of Being Human</i> , (9 <sup>th</sup> ed.). New York: Longman. ISBN-10: 0205605427
Nursing Related Science Assessments	Sample Learning Resources
<b>Science Content:</b> Focuses on content, concepts, terminology, conventions, methodology, models, and issues of the disciplines in the sciences.	
<b>Biochemistry (CBT1):</b> Performance assessment.	Thinkwell Online learning - Chemistry
<b>Nutrition (NUC1):</b> Proctored, computer-based exam.	<u>Nutrition and Diet Therapy</u> , Stanfield & Hui (2003)
<b>Anatomy and Physiology I (AOC1):</b> Proctored, computer-based exam.	<u>Principles of Anatomy and Physiology, 11<sup>th</sup> Ed</u> , Tortora and Derrickson (2008)
<b>Anatomy and Physiology II (AOT1):</b> Performance assessment.	<u>PowerPhys Version 1</u> , Allen, Harper, Lancraft & Ivlev
<b>Anatomy and Physiology Labs (ALT1):</b> Performance assessment.	<u>Anatomy and Physiology Independent Laboratory Experiments</u> First Semester and Second Semester. Laszlo Vass. LabPaq – Hands-On Labs, Inc.
<b>Microbiology (MBC1):</b> Proctored, computer-based exam.	Microbiology and Immunology online University of South Carolina
<b>Microbiology Labs (MLT1):</b> Performance assessment.	<u>Microbiology Independent Laboratory Experiments</u> First Semester. Cynthia Alonzo. LabPaq – Hands-On Labs, Inc.

## RN to BSN Content Domain

The domain focuses on the following areas of nursing professional values and roles:

- *Professional values related to caring, altruism, autonomy, human dignity, integrity, and social justice.*
- *Professional roles related to provider of care, designer/manger/coordinator of care, and member of the profession.*
- *Core competencies related to critical thinking, communication, and assessment.*
- *Core knowledge related to health promotion, risk reduction, disease prevention, illness and disease management, information and health care technologies, ethics, human diversity, global health care, and health care systems and policy.*

RN to BSN Content Assessments	Sample Learning Resources
<b>Professional Nursing Values &amp; Roles (NVT2):</b> Performance assessment.	Burkhardt, M., & Nathaniel, A. (2002). <u>Ethics &amp; issues in contemporary nursing</u> , (2nd ed.). Clifton Park, NY: Delmar.
<b>Advanced Pathophysiology &amp; Nursing Care (APT1):</b> Performance assessment.	<u>How the Human Genome Works</u> , McConkey, E.H. (2004)
<b>Community Health I (CUC1):</b> Proctored, computer-based exam.	<u>An Introduction to Community Health</u> , McKenzie, Pinger, & Kotechi, (2005)
<b>Community Health II (CUT1):</b> Performance assessment.	<u>Caring for the Vulnerable</u> , de Chesnay & Anderson (2008)

<b><i>Nursing Informatics (NUT1):</i></b> Performance assessment.	<u>Nursing Informatics</u> , McGonigle & Mastrian (2008) with interactive web site
<b><i>Evidence Based Practice &amp; Applied Nursing Research (EBT1):</i></b> Performance Assessment	<u>Evidence Based Practice for Nurses: Appraisal and Application of Research</u> , Schmidt & Brown (2008).
<b><i>Organizational Systems &amp; Quality Leadership (OSC1):</i></b> Proctored, computer-based exam.	<u>Handbook of Nursing Leadership: Creative Skills for a Culture of Safety</u> , Milstead & Furlong (2006)

## Need More Information? WGU Student Services

You may also contact the Student Services office by email at [studentservices@wgu.edu](mailto:studentservices@wgu.edu) or by phone at 1-866-903-0110 **Monday through Friday from 6:00am to 8:00pm, MT, and Saturday from 9:00am to 1:00pm, MT**, for general student questions or concerns and the service desk for technical support issues by accessing the “HELP” tab at <http://my.wgu.edu> or by phone at 1-877-HELP-WGU (435-7948). **The WGU IT Service Desk is open Monday through Friday from 6:00am to midnight, MT, and Saturday and Sunday from 10:00am to 7:00pm, MT.** For other University services you can visit the student portal at <http://my.wgu.edu> for the most current information regarding WGU support services and contact information for individual WGU staff.